

MIP CURRICULUM PROFILE

Name of Agency: _____

Proposed Curriculum: _____

☐ Original ☐ Modified*If you are proposing a modified curriculum, explain how it will be modified:*

Compliance with Education Codes and other OFP Requirements

OFP requires its funded programs to comply with SB 71, which became law on Jan. 1, 2004. It mandates schools that teach comprehensive sex education to follow specific requirements on content and parental notification. These requirements apply specifically to teaching grades 7-12. Comprehensive sexuality education is allowed for elementary school, but no particular topics are required.

OFP Requirements	Description	(✓) for Curriculum Compliance
A. COMPLIANCE WITH SENATE BILL 71:		
1. Comprehensive Sex Education Components		
a. Human development and Sexuality including pregnancy.	Human growth and development, anatomy and physiology.	
b. Contraceptive Methods	All FDA approved methods (presented on the basis of effectiveness rather than failure rates). Must emphasize abstinence as the only 100% effective method of contraception.	
c. Sexually Transmitted Infection	Covers symptoms, modes of transmission, diagnosis, treatment and prevention.	
d. Skill-Building Activities	Skills that would help adolescents in making responsible decisions/action. This may include: communication skills, assertiveness techniques, refusal/negotiation and interpersonal skills.	
e. CA Law on Surrendering Babies	Information on the California law that allows individuals to give up their newborn babies at hospitals and other designated sites without legal penalty.	
2. Other SB71 Compliance Requirements		
a. Information is based on medically accurate, up-to-date and objective.	Verified by proper scientific research and recognized as accurate and objective by agencies with expertise in the field such as the Centers for Disease Control, American Public Health Association, the American Academy of Pediatrics and the American College of Obstetricians and Gynecologists.	
b. Education is inclusive and age-appropriate	Age appropriate and inclusive of all pupils regardless so sexual orientation, race, ethnicity and cultural background.	
c. Education is available	Available on an equal basis to English language learners.	
d. Education is accessible	Appropriate and accessible to pupils with disabilities.	
e. Parents and Guardians	Encourage communication with parents or guardians about human sexuality.	
f. Teaches respect	Teach respect for marriage and committed relationships.	
g. Parental Notification	Parents must be notified of the program at the beginning of the year and allowed to review the materials. Parents may choose not to allow their children to participate by a written notice. <i>Absence of this written notice serves as permission for students to participate.</i>	
h. Curriculum must have sufficient time.	<i>OFP requires at least 8 hours of instruction.</i>	
B. OFP-REQUIRED PROGRAM ELEMENTS		
a. Referrals to Family PACT providers for clinical services.	General referrals to Family PACT services and individual referrals when necessary.	
b. Referrals to other appropriate community resources, social and health care services.	Information on other youth related services in the community.	
C. RECOMMENDED DISCUSSION TOPICS		
a. Self-Esteem		
b. Decision-Making		
c. Violence Prevention		
d. Interpersonal Relationships		
e. Dating, Relationships and Marriage		
f. Responsible Parenthood		

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☐ Original ☐ Modified**COMMON CHARACTERISTICS OF EFFECTIVE CURRICULA**

Common Characteristics of Effective Curricula was compiled by a team of experts on teen pregnancy prevention programs, led by Douglas Kirby, Ph.D. The following table presents these characteristics in the form of a checklist. OFP recommends that programs use this checklist as a guide in determining whether the curriculum they propose to use incorporates these elements.

Common Characteristics of Effective Curricula	(✓) for Curriculum Compliance
1. Focused on a small number of sexual behaviors that lead to unintended pregnancy.	
2. Based on theoretical approaches which have been demonstrated to be effective in influencing other health-related behaviors, i.e. social cognitive theory, social inoculation theory, social influence theory, and the theory of reasoned action.	
3. Provides a clear message and continually reinforces a stance on these behaviors.	
4. Provides basic and accurate information about the risks of protected intercourse and methods of protection.	
5. Addresses social pressures on sexual behavior.	
6. Provides modeling and practice of communication, negotiation, and refusal skills, i.e. role-playing (teach, model and practice)	
7. Employs a variety of teaching methods designed to involve participants and have them personalize the information. (reflection, small group discussion, role-play statements, etc.)	
8. Incorporates goals, teaching methods and materials appropriate to the students. (age appropriate, onset of sexual activity, setting, etc)	
9. Sufficient length of time.	
10. Provides training for teachers and peer educators. (Those who teach the curriculum must believe in it and receive sufficient training on the basics of teen pregnancy prevention, strategies used in the curricula and elements of program.)	